

MOUNT PLEASANT MIDDLE

3075 Elliott Highway/Post Office Box 177
Elliott, South Carolina 29046

GRADES 7-8 Middle School

ENROLLMENT 432 Students

PRINCIPAL Lenora Scott 803-428-3610

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-484-6326

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	28	13

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Good	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No

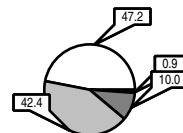
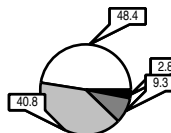
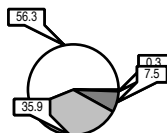
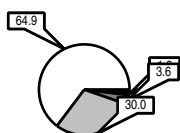
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	412	98.1	55.8	36.4	7.6	0.3	11.8	No	Yes
Gender									
Male	224	96.9	65.8	29.7	4.5	0.0	8.9		
Female	188	99.5	44.4	43.9	11.1	0.6	15.0		
Racial/Ethnic Group									
White	16	100.0	38.5	30.8	30.8	0.0	30.8	I/S	I/S
African-American	386	98.7	56.6	36.7	6.4	0.3	10.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	350	98.6	49.5	41.3	8.9	0.3	13.8		
Disabled	62	95.2	92.7	7.3	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	405	98.8	55.8	36.2	7.7	0.3	11.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	409	98.3	55.5	36.6	7.6	0.3	11.8		
Socio-Economic Status									
Subsidized meals	360	97.8	58.3	34.7	6.6	0.3	10.3	No	Yes
Full-pay meals	52	100.0	39.2	47.1	13.7	0.0	21.6		

Mathematics - State Performance Objective = 15.5%									
All Students	412	99.0	64.5	30.3	3.7	1.6	11.7	No	Yes
Gender									
Male	224	98.2	70.0	26.1	3.0	1.0	9.9		
Female	188	100.0	58.3	35.0	4.4	2.2	13.9		
Racial/Ethnic Group									
White	16	100.0	38.5	46.2	7.7	7.7	30.8	I/S	I/S
African American	386	99.0	65.6	30.0	3.0	1.4	10.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	350	99.7	59.8	34.1	4.3	1.8	13.7		
Disabled	62	95.2	92.7	7.3	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	405	99.0	64.1	30.6	3.7	1.6	11.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	409	99.0	64.3	30.4	3.7	1.6	11.8		
Socio-Economic Status									
Subsidized meals	360	98.9	67.2	28.6	3.0	1.2	10.2	No	Yes
Full-pay meals	52	100.0	47.1	41.2	7.8	3.9	21.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	216	96.8	59.1	36.4	4.5	N/A	4.5
	Grade 8	217	98.2	62.8	32.5	4.7	N/A	4.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	230	97.8	54.9	35.7	9.4	N/A	9.4
	Grade 8	182	98.4	57.1	36.7	5.6	0.6	6.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	216	98.6	63.5	27.0	8.4	1.1	9.6
	Grade 8	217	98.6	59.7	37.2	3.1	N/A	3.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	230	98.7	62.4	31.9	3.5	2.2	5.8
	Grade 8	182	99.5	67.0	27.9	4.5	0.6	5.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 432)				
Students enrolled in high school credit courses (grades 7 & 8)	7.2%	Down from 8.2%	8.9%	14.6%
Retention rate	5.1%	Down from 7.0%	3.8%	3.0%
Attendance rate	90.0%	Down from 90.8%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.8%		8.1%	5.3%
Eligible for gifted and talented	3.2%	Down from 4.0%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.1%	Up from 13.2%	15.0%	13.9%
Older than usual for grade	9.5%	Down from 9.7%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	47.0%	Up from 20.1%	1.2%	0.9%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	43.5%	Up from 35.3%	46.2%	48.7%
Continuing contract teachers	78.3%	Up from 41.2%	71.4%	81.7%
Highly qualified teachers**	77.8%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	19.0%		13.0%	5.3%
Teachers returning from previous year	62.3%	Up from 47.8%	75.8%	85.1%
Teacher attendance rate	94.8%	Down from 96.6%	94.4%	94.8%
Average teacher salary	\$37,362	Up 4.5%	\$38,638	\$40,566
Prof. development days/teacher	5.0 days	Down from 13.1 days	11.6 days	11.0 days

School				
Principal's years at school	0.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.0 to 1	18.8 to 1	21.3 to 1
Prime instructional time	83.9%	Down from 86.7%	88.7%	89.3%
Dollars spent per pupil*	\$6,523	Up 2.8%	\$6,745	\$5,821
Percent of expenditures for teacher salaries*	60.4%	Up from 57.3%	60.2%	61.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	78.5%	Up from 76.4%	83.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mount Pleasant Middle School is to prepare all students to succeed as lifelong learners in a global society by participating in a challenging and relevant curriculum that is diverse and motivating. It is, and has been, the continuous goal of the administrators, faculty, staff, parents, and the community to work to ensure that this mission statement reaches into the classroom to impart the best possible education, through meaningful instruction and engaging lessons, to each student enrolled at Mount Pleasant Middle School.

Mount Pleasant Middle, a school that houses grades 7th and 8th with a population of approximately 450 students, is located in rural Lee County. Performance on standardized test remains a major concern. In an effort to improve student achievement, many activities and programs were utilized to actively engage the students. Professional development for a faculty committed to academic excellence along with reading intervention labs (READ 180) and PLATO Labs were utilized to increase Mathematics and Language Arts skills. Extra help sessions, in which all students were active participants, were held each morning and Accelerated Mathematics and Language Arts classes were offered to students that continued to excel in those subject areas. The Success Center, Mount Pleasant Middle School's After School Program, continues to be successful in offering extended extra help sessions to students that scored slightly below the required minimum score on the PACT Exam. Opportunities for other students to receive extra assistance were sponsored through partnering with the Bishopville Police Department (COPS). Rexam and Consolidated Coca Cola continue to complement and support Mount Pleasant Middle School as additional Business Partners.

Parental involvement and school-home communication remains a concern. Low attendance at PTO meetings and Open House indicates that better communication and planning is still necessary to increase the relationship between the school, the home and the community. In addition to the continuous utilization of The Mount Pleasant Echo, the school newsletter published and circulated to highlight academic, athletic and other extracurricular success, it is a goal of Mount Pleasant Middle School to work diligently to develop and implement creative methods to increase parental and community involvement during the 2004-2005 school year.

Mount Pleasant Middle School is looking forward to a year of greater student achievement, increased parent and community involvement as well as increased personal successes of the faculty, staff, and students through the renewing of its motto "Respect, Responsibility and Relationships" - building a stronger educational community for everyone.

Nathaniel Gilchrist, Principal, and Jeanette Simon, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	140	35
Percent satisfied with learning environment	42.9%	45.7%	54.3%
Percent satisfied with social and physical environment	71.4%	51.1%	41.2%
Percent satisfied with home-school relations	14.3%	74.8%	47.1%

*Only students at the highest middle school grade level at this school and their parents were included.